

Reaching for the Goal FIRST IN AMERICA

1999 2000

ANNUAL REPORT
OF THE NORTH CAROLINA
STATE BOARD OF EDUCATION



REACHING FOR THE

I BELIEVE that if
North Carolina can lead
the nation in education progress,



GOAL



TABLE OF CONTENTS

Letter from the Chairman	3
Facts/Statistics	5
STRATEGIC PRIORITY I	
High Student Performance	7
Board Members	10
Governing Public Schools	
2000 Meeting Dates	13
STRATEGIC PRIORITY II	
Safe, Orderly and Caring Schools . . .	14
STRATEGIC PRIORITY III	
Quality Teachers, Administrators, and Staff	17
STRATEGIC PRIORITY IV	
Efficient & Effective Operations	20
Beginning a New Century	23
Strategic Priorities Outline	25

we can lead the nation in education
— period.

Governor Jim Hunt
State of the State Address
February 1, 1999

FIRST IN AMERICA¹

THE PEOPLE
HAVE A RIGHT
TO THE PRIVILEGE
OF EDUCATION,
AND IT IS THE DUTY
OF THE STATE TO
GUARD AND MAINTAIN
THAT RIGHT.

Constitution of North Carolina

Article I, Sect. 15



LETTER FROM THE CHAIRMAN

PHILLIP J. KIRK JR.

Serving as chairman of the State Board of Education is one of the most challenging and important opportunities I have experienced in my career of public service. Each month when the other 12 board members and I meet to set the course for our state's public schools, we do so with the conviction that every child in North Carolina deserves the best education that we can reasonably provide.

What makes service on the State Board so meaningful at this particular time in our state's history is that our public schools are making more progress in more areas than any other state. You'll see all of this progress outlined throughout this report. One measure we can be especially proud of is the National Education Goals Panel's identification of North Carolina as one of two states showing more progress in meeting the national bipartisan goals than any other state for three consecutive years.

Gov. Jim Hunt has challenged us and the state's 2,156 public schools to be First in America by 2010, and we are working in partnership with the 117 local school boards to guide our state toward meeting this goal. The strategic priorities of the ABCs Plus: North Carolina's Strategic Plan for Excellent Schools serves as our guide to meet Governor Hunt's challenge. This report describes the work accomplished and underway in each priority.

The year 1999 has been a watershed year for North Carolina public education policy. This year, we completed the ABCs of Public Education's accountability model by extending accountability to the individual student level. The Student Accountability Standards change our expectations of students and their families and clearly outline what it takes to perform adequately at each level of schooling.

This marks the first time North Carolina has established statewide standards for elementary, middle and high school promotion and graduation. The message to North Carolina's young people is clear: we will provide you with the opportunity to learn and to succeed. In return, we expect you to be good students, to become proficient learners and to prepare yourselves for the future.

The State Board of Education has been focused on ways to improve student achievement, but unique events in 1999 also have drawn our attention. The school shootings, which have taken place in some parts of our country, have prompted us to look even more closely at the efforts we already support for safe schools. We are making every effort to keep schools safe and orderly in North Carolina.

Hurricane Floyd, which devastated portions of eastern North Carolina, has prompted us to find ways to help our neighbors. Not only did many schools in the eastern part of our state need books, desks, paper, office equipment and other supplies, but they also needed and still need our moral support as their communities work to rebuild and recover. Many students and school staff have suffered tremendous losses.

State Board of Education members are hands-on board members. The only state board or commission mentioned in the state's constitution, the Board of Education has 11 members appointed by the Governor for eight-year terms, subject to confirmation by the legislature. Two members, the State Treasurer and Lieutenant Governor, serve by virtue of their positions. The Board is diverse. Recent appointments have included a Native American female, a Hispanic female and an African American male. We have business people, elected officials, active and retired educators and community leaders. We are advised by two student members and by the current and previous years' North Carolina Teacher of the Year. The board members work well together and we are committed to listening to our constituencies and enthusiastically working toward higher expectations and standards for students and all educators.

We are convinced that all children can learn and most can do so at a higher level than we have expected in the past. Our goal is to develop policies for North Carolina that help assure that all children reach that higher expectation. This annual report outlines the State Board of Education's activities in 1999 and our goals for 2000. In only 10 years, we plan for North Carolina schools to be First in America in public education. I believe we can reach that goal.



Phillip J. Kirk, Jr.

Phillip J. Kirk Jr.
Chairman, State Board of Education

NEVER DOUBT
THAT A SMALL GROUP
OF THOUGHTFUL
CITIZENS CAN CHANGE
THE WORLD. INDEED,
IT IS THE ONLY THING
THAT EVER HAS.

Margaret Mead,
Cultural Anthropologist & Author



REACHING FOR THE GOAL

GOOD NEWS FOR NORTH CAROLINA SCHOOLS



- The National Education Goals Panel has three times identified North Carolina as one of two states showing more progress in meeting the national bipartisan goals than any other state.
- Education Week, the nation's education newspaper of record, recognized North Carolina as a leader, having one of the nation's most complete and strongest accountability systems for teachers and students. North Carolina is in the top two states in improving teaching, and has one-fourth of the country's nationally certified teachers.
- Last year's end-of-grade tests show that nearly 70 percent of our elementary and middle school students are performing at grade level. Fifty of our schools have 90 percent or more of their students at or above grade level, and 408 schools have 80 percent or more at or above grade level. More than 81 percent of our schools either met or exceeded their goal for student academic growth/gain last year.
- For our state's college-bound students, the news gets better each year. In the past 10 years, our state's average SAT score has improved by 19 points on the verbal and 24 points on the math portion, the highest gains by far among the 32 states where more than 12 percent of students take the SAT. The state SAT score is the best it has ever been at a combined total of 986. While this is lower than the national average, North Carolina tied the Southeast average for the first time.
- School violence is down 19 percent after falling for three straight years. The number of guns at school is down by 65 percent. Public schools remain among the safest places for youngsters to be, and all schools have Safe Schools Plans to help ensure this continues.
- Teacher standards and salaries are increasing, thanks to the Excellent Schools Act and other efforts. North Carolina is on target to reach the national average in teacher salaries next year – a tremendous improvement from three years ago when the state ranked 43rd.
- Extra perks for teachers include a 12 percent bonus for those with certification from the National Board of Professional Teaching Standards, a 10 percent bonus for master's degree holders and bonus pay for veteran teachers who serve as mentors to new teachers.
- On the National Assessment of Educational Progress, often called the Nation's Report Card, North Carolina was one of only five states or jurisdictions with significant gains in fourth grade reading skills between 1992 and 1998. Our fourth and eighth graders surpassed the national and Southeast averages in reading. On the mathematics assessment, our fourth graders were again above the national average in 1996 (the latest data) and our eighth graders posted the highest gain in the nation, placing their performance right at the national average and well above the Southeast.
- The number of North Carolina students passing advanced placement exams in math and science is the highest ever. The Quality Education for Minorities Network recognized North Carolina for leading the nation by exceeding its contribution toward national goals for minority mathematics, science and engineering baccalaureate degree recipients. Public schools are credited with furthering this initiative.
- The national alliance of Business presented North Carolina the "Education State of the Year" award. North Carolina also has the nation's top school-business partnership with the North Carolina Business Committee for Education, Public School Forum, and N.C. Partnership for Excellence winning national coalition of the year awards.



IT IS NO USE
SAYING 'WE ARE
DOING OUR BEST.'
YOU HAVE GOT
TO SUCCEED IN
DOING WHAT IS
NECESSARY.

Winston Churchill,
British Prime Minister, 1940-45, 1951-55



REACHING FOR THE GOAL

PRIORITY 1: HIGH STUDENT PERFORMANCE



STUDENT ACCOUNTABILITY STANDARDS

Student achievement is the cornerstone of State Board of Education activity and its focus every year, but 1999 was a landmark time. After spending more than 12 months intently studying issues surrounding social promotion and student achievement and holding public hearings around the state, the Board approved a new Student Accountability Standards Policy. This policy sets clear requirements for student promotion at grades 3, 5 and 8 and for high school graduation. State Board Chairman Phil Kirk called the meeting at which board members unanimously approved the new policy "one of the most important meetings in the history of the State Board of Education."

This marks the first time that North Carolina has provided specific requirements for promotion at all three levels of public schooling. In the past, the state provided high school graduation requirements, but no specific requirements for promotion in earlier grades.

The new Student Accountability Standards are just a beginning point, however, in addressing the problems of social promotion and students who are not prepared academically to advance to the next grade or to graduate. The policy is triggering positive changes in local schools. Not only are local districts and schools re-organizing to identify struggling students sooner, they also are providing timely intervention for these students. The idea is not to penalize students who are unlikely to meet the new standards, but to find ways to address their needs and to help them meet the standards. The goal, in the long run, is for students to be prepared for success at every grade level.

THE GATEWAYS

GATEWAY 1 - Grade 3

- Meet local promotion requirements.
- Demonstrate grade-level proficiency by scoring at Achievement Level III or above on state end-of-grade tests in reading and math.

GATEWAY 2 - Grade 5

- Meet local promotion requirements.
- Score at Achievement Level III or above on state end-of-grade tests in reading and math.
- Score at or above proficiency level 2.5 on the grade 4 writing assessment. (Students who do not have this score will be given intervention and assistance to develop their writing skills.)

GATEWAY 3 - Grade 8

- Meet local promotion requirements.
- Score at Achievement Level III or above on state end-of-grade tests in reading and math.
- Score at or above proficiency level 2.5 on the grade 7 writing assessment. (Students who do not have this score will be given intervention and assistance to develop their writing skills.)

When will the standards affect my child?

If your child entered the following grade in 1999-2000:	The standards will apply when he or she enters grade:	That means school year:	Gateway
K	3	2002-2003	1
1	3	2001-2002	1
2	5	2002-2003	2
3	5	2001-2002	2
4	5	2000-2001	2
5	8	2002-2003	3
6	8	2001-2002	3
7	12	2004-2005	4
8	12	2003-2004	4
9	12	2002-2003	4
10	*	*	*
11	*	*	*
12	not affected	not affected	not affected

*Students entering grades 10 & 11 in the 1999-2000 school year are required to achieve a passing score on the computer skills test in order to receive a diploma.

GATEWAY 4 - High School

- Meet existing local and state graduation requirements.
- Achieve a passing score on an exit exam of essential skills. Students will take this exam in the spring of the 11th grade.
- Achieve a passing score on the computer skills test (effective with the class of 2001.)

REACHING FOR THE GOAL

PRIORITY 1: HIGH STUDENT PERFORMANCE



THE ABCs OF PUBLIC EDUCATION

The new Student Accountability Standards are considered a natural progression of the ABCs of Public Education, North Carolina's centerpiece for school improvement that started in 1995. Prior to 1995, information about how students were performing was released for individual school districts, but never school-by-school. With the advent of the ABCs, performance is reported for each school in the state. Teachers and other certified educators are rewarded accordingly. This new model also allows the local districts and the state to target assistance to schools that are having trouble.

The new Student Accountability Standards extend accountability to the student level. Just as the ABCs provides help to schools that need it, the new student standards provide help to students who need intervention to work at grade level and to be ready to work successfully at the next grade.

Student Accountability Standards are not untested. Several local school districts in North Carolina are leading the state in the area of social promotion and student

accountability. Johnston, Transylvania and Lenior counties have already implemented local policies that are similar to the state's. These districts have pioneered higher student standards for several years, and their experiences paved the way for the State Board of Education to embrace a similar model for all 117 school districts in North Carolina. The experiences of these local districts show that many students improve their academic performance just because there are now consequences to poor performance. For students who need more than just stronger motivation, these school districts have found ways to provide additional instruction or different approaches to help them meet their goals.

While student accountability has been a major focus of the State Board over the past year, the Board continues to make needed improvements to the ABCs of Public Education and to set guiding policies in many other areas, including charter schools. North Carolina now has 97 charter schools, 3 short of the 100-school limit under the law.

THE ABCs MOVES FROM NOVELTY TO STABILITY

The year 1999 marked the third year of the ABCs of Public Education for elementary and middle schools and the second year for the program in high schools. Schools at every level continued to show their ability to increase student achievement. In the 1998-99 school year, 2000 public schools participated in the school improvement program centered on strong accountability, teaching of the basics and local control. Each school's recognition status is based on schools meeting or exceeding certain standards, including the number of students proficient in key subject areas. The number of K-8 students proficient in reading and mathematics continued to increase - from 66.3 percent in 1997-98 to 69.1 percent in 1998-99.

Most schools met their goals for growth in student achievement in 1998-99, and State Board of Education members, joined by State Superintendent Mike Ward, visited many of these schools and helped celebrate their success. A total of \$120.5 million was awarded to local teachers, principals and teacher assistants as bonus money in recognition of their achievements in fostering student achievement.



ENGLAND'S EXPERIENCE UNDERSCORES FUNDAMENTAL NEEDS

A 29-person delegation of NC business leaders, policymakers and educators, including State Board members Phil Kirk, Jane Norwood and Evelyn Monroe, traveled to England in March 1999 to study school choice experimentation in that country. The delegation studied the country's accountability program, local school autonomy, the country's voucher program, and schools of choice. If policymakers in North Carolina feel impatient after a decade of school reform, it is worth reflecting on the English experimentation that touted school choice and vouchers as the drivers of school improvement. No longer are English policymakers viewing these programs as the panacea for improving schools, but are focusing on root causes like teacher preparation, school leadership and curriculum.



State Board of Education Accomplishments

August 1998 - August 1999

- Approved the Student Accountability Standards
- Identified financial support for Student Accountability Standards
- Approved policy regarding the high school diploma
- Approved the School-Based Management and Procedures Manual
- Approved the ABCs Statewide Report Card for 1998-99 and 1997-98
- Approved the use of unexpended federal start-up funds to support technology planning in four charter schools
- Finalized policy changes for programs for children with disabilities in accordance with the re-authorized Individuals with Disabilities Education Act
- Removed the administration and organization of the Governor's Schools from Special Education Laws
- Approved revisions to the North Carolina Standard Course of Study in Science
- Approved revisions to the NC Standard Course of Study for Information Skills, K-12
- Approved revised guidelines for Family and Consumer Sciences Education
- Approved changes to State Board of Education policies regarding interscholastic athletics
- Approved changes to SBE/APA policies regarding graduation requirements
- Approved changes to SBE/Administrative Procedures Act (APA) policies regarding graduation requirements, disposition of old textbooks, test administration, accreditation, end-of-course tests, drivers' education, due process, confidentiality, special education assessment and placement
- Approved policies regarding the suspension of powers and duties of local boards of education
- Approved charter school evaluation reports, enrollment increases, preliminary and final approvals, revocation of charters, voluntary relinquishment of charters, changes to charters, delays in openings, appointments to the charter school advisory committee, transfers from private to non-profit charters
- Considered and approved recommendations of the Compliance Commission related to:
 - deadline for dropping courses with end-of-course tests
 - ABCs High School growth model
 - addition of dropout calculations to the high school model
 - 160-day rule for the High School Competency Test
 - Changes to the ABCs designations
 - use of the most recent end-of-course test score when test is taken multiple times
 - use of end-of-course tests as part of the High School Accountability Model
 - the evaluation of alternative schools and special schools
 - accommodations on the North Carolina High School Competency Test for newly-blinded students
 - appointments to the Compliance Commission
 - achievement level ranges for the NC High School Comprehensive Test
- Approved and transmitted to the General Assembly the Second Annual Report on the Implementation of the ABCs
- Approved and transmitted to the General Assembly the Status Report on the Statewide Implementation of Reading
- Approved reports to the General Assembly on delaying the start of the school day, on statewide reading initiatives, and on the status of implementation of the ABCs
- Approved a K-2 Assessment Policy
- Approved waivers to the School Improvement Plans
- Considered appeals to the ABCs growth standards
- Approved the appointment of State Hearing Review Officers
- Approved and transmitted a report to the General Assembly on requiring United States History and Economics, Legal and Political Systems courses for graduation
- Approved expenditures from the SBE Education Foundation for school systems to participate in the Southern Education Region Vision for Education Senior Project Seminar
- Suspended open-ended assessments for grades 4 and 8 for 1998-99
- Approved membership of the NC State Advisory Council on Indian Education and the Council's 1998 Annual Report

REACHING FOR THE GOAL

STATE BOARD OF EDUCATION MEMBERS



Chairman Phillip J. Kirk Jr. Member-at-Large
P.O. Box 2508
Raleigh, NC 27602-2508 919.836.1407

Phil Kirk was appointed to the Board in 1997 to fill an unexpired term. A native of Rowan County and a graduate of Catawba College, Mr. Kirk now serves as president and secretary of the NC Citizens for Business and Industry and the publisher of North Carolina Magazine. His extensive list of governmental positions includes serving as Chief of Staff for two former governors and a United States senator. He also served in the NC General Assembly and was the youngest state senator in history at the time of his election. A former English and journalism teacher, Mr. Kirk has a remarkable background in education, having been named Salisbury Teacher of the Year and having received the Friend of Education award by the Professional Educators of North Carolina. In addition, he served as the vice chair of the State Board of Community Colleges, treasurer of Smart Start, and the chair-elect of the Public School Forum. His term expires on March 31, 2005.



Secretary to the State Board Mike Ward
301 N. Wilmington Street
Raleigh, NC 27601-2825 919.715.1299

Mike Ward is State Superintendent of the Public Schools of North Carolina. Elected in 1996, Dr. Ward is a member of the Council of State which includes the Governor, Lieutenant Governor and other statewide elected officials. His duties include serving as the official secretary of the State Board of Education. Dr. Ward has a strong background in public education. Prior to his election as State Superintendent, he served as Executive Director of the NC Standards Board for Public School Administration and as superintendent of schools in Granville County. Earlier posts included services as a teacher and principal. Dr. Ward is a three-time graduate of North Carolina State University.



Vice Chair Jane P. Norwood
6th Education District
7026 Ballentyne Court
Charlotte, NC 28210 704.554.9894

Jane Parler Norwood was appointed to the Board in September 1990 to fill an unexpired at-large term. She was re-appointed in March 1995 as an at-large member and again in April 1999 to the 6th Education District. Dr. Norwood is a professor in the Department of Curriculum and Instruction at Appalachian State University where she also supervises student teachers enrolled in the Teacher Education Program. She holds advanced degrees in Education/Psychological Services - Reading from the University of South Carolina and a bachelor's degree in Education from Coker College. Dr. Norwood is a member of the Coker College Board of Trustees. Her term expires March 31, 2003.



Kathy A. Taft 1st Education District
611 Queen Anne's Road
Greenville, NC 27858 919.355.7299

Kathy Taft was appointed to the Board in April 1995. She attended NC State University and East Carolina University, graduating from ECU cum laude with a bachelor of science degree in education and also pursued graduate work in education. Ms. Taft is a former member and past vice chairperson of the Pitt County Board of Education and has been active in the NC School Boards Association, the Pitt County Boys and Girls Club, the Communities in Schools Executive Board, the PTA and the Women's Forum of NC. Ms. Taft's term expires March 31, 2003.



Lieutenant Governor Dennis A. Wicker
State Capitol Building
Raleigh, NC 27603-8006 919.733.7350

Lt. Gov. Dennis Wicker, elected to the office in 1992, is an ex officio member of the Board. An attorney from Sanford, Mr. Wicker served in the NC State House of Representatives from 1981 to 1991. Mr. Wicker attended UNC-Chapel Hill and graduated with honors in 1974. He spent the following year in Washington working as a legislative aide to U.S. Senator Robert Morgan. In 1978, Mr. Wicker earned a law degree from Wake Forest University. He has served on Central Carolina Community College's Board of Trustees and is also a member of the UNC Board of Visitors. Lt. Gov. Wicker served as chairman of the State Board of Community Colleges for the past six years.



Margaret B. Harvey 2nd Education District
901 Dewey Street
Kinston, NC 28501 919.523.4490

Margaret Blount Harvey was appointed to the Board in 1993. She has served on the NC Symphony Board of Trustees, the Duke Divinity Board of Visitors and the NC Wesleyan Board of Trustees. Ms. Harvey graduated from Duke University and has worked with the Department of Public Instruction as coordinator of the State Education Policy Seminars. In addition, Ms. Harvey has been a legislative lobbyist and on the staff of the NC General Assembly. Her term expires March 31, 2001.



State Treasurer Harlan E. Boyles
Albemarle Building
Raleigh, NC 27603-1388 919.508.5176

State Treasurer Harlan Boyles has served as an ex officio member of the Board since January 1977. A Certified Public Accountant, Mr. Boyles has held a number of state government positions since his graduation from UNC-Chapel Hill in 1951. He serves as chairman of the NC Local Government Commission, the NC Tax Review Board, the State Banking Commission and the Board of Trustees of the NC Retirement Systems. Mr. Boyles serves on the NC Community College Board and the Council of State.



Edgar D. Murphy, III 3rd Education District
Nortel Networks
Stop D16/01/OC9, 35 Davis Drive
Research Triangle Park, NC 27709
919.997.2511

Edgar D. Murphy III was appointed to the Board in 1999. He is the manager of Community Relations for Nortel Networks where he is responsible for implementing a community relations program focusing on K-12 public education. A graduate of North Carolina A&T University, he is the chairman of the Durham Public Education Network board of directors, the Durham Workforce Partnership, the Center for Employment Training and the executive committee of the NC School Improvement Panel. Mr. Murphy's term expires March 31, 2007.



Evelyn B. Monroe 4th Education District
525 Hardee Branch Road
West End, NC 27376 910.295.5710

Evelyn Bruton Monroe was appointed to the Board in August 1995 to fill an unexpired term. Ms. Monroe is a graduate of UNC-Greensboro and a former math and science and vocational education teacher. Her extensive involvement in the public schools includes 14 years on Moore County school advisory councils. Ms. Monroe is a former trustee for Sandhills Community College and has served on the system planning committee for the State Board of Community Colleges. Her term expires March 31, 2005.



Maria Teresa Palmer 5th Education District
205 Wilson Street
Chapel Hill, NC 27516 919.932.4818

Maria Teresa Palmer was appointed to the Board in 1999 to fill an unexpired term. Ms. Palmer is the founding pastor of Iglesia Unida De Cristo (United Church of Christ) in Orange County. She graduated from Jacksonville State University in Alabama with a degree in education. She also attended the Southern Baptist Theological Seminary and the University of Louisville, where she earned a master's in education. Ms. Palmer is currently pursuing her doctoral degree in education at UNC-Chapel Hill. Her professional experience includes being a Spanish teacher, a multi-cultural counselor, and assistant director of the Center for Latin American Education at the University of Louisville. Her term expires March 31, 2005.



Ronald E. Deal 7th Education District
1460 6th Street Circle, NW Hickory, NC 28601
704.324.7466

Ron Deal, chairman of Wesley Hall Inc., was appointed to fill an unexpired term in 1997. He graduated from Wake Forest University where he is a former trustee and a past president of the University's alumni association. His experience in education includes serving as a member of the NC State Board of Community Colleges. Mr. Deal serves on the Board of Directors for the BB&T Corporation and as a trustee for Catawba Memorial Hospital. His term expires March 31, 2003.



Robert R. Douglas 8th Education District
P.O. Box 2807, Asheville, NC 28802
828.258.0546

Bob Douglas, Branch Manager of A.G. Edwards & Sons, Inc., was appointed to the Board in 1993. He graduated from Auburn University with a degree in political science. He is currently president of the Asheville City Schools Foundation and serves as chairman of the Asheville Quality Schools Task Force. Mr Douglas has served as a board member with Asheville United Way and the Asheville City Schools Advisory Budget Committee. His term expires March 31, 2001.

Map of North Carolina Education Districts



Eddie Davis, III Member-at-Large
405 Stinhurst Drive
Durham, NC 27713-7553 919.544.3742

Eddie Davis, an English teacher at Hillside High School, was appointed to the Board in 1993. He received his bachelor's degree in English from Elizabeth City State University and teacher certification training at NC Wesleyan College. Mr. Davis is a member of the Executive Committee of the National Education Association and a board member of the North Carolina Association of Educators. He also serves on the National Board for Teaching Standards, the National Advisory Board for the Center on English Learning and Achievement, and the National Board of the Center for Research on Evaluation. He was recognized as the "Tarheel of the Week" by *The News and Observer* and the "Citizen of the Year" by the *Independent*. His term expires March 31, 2001.



Zoe Locklear Member-at-Large
803 Harry West Lane
Pembroke, NC 28372 910.738.4844

Zoe Woodell Locklear was appointed to the State Board of Education in 1999 to fill an unexpired term as an at-large member. She received her doctorate and master's degrees in Special Education from the University of North Carolina at Chapel Hill. Her bachelor's degree is also in special education from the University of North Carolina at Pembroke. Her extensive vita reflects service to both the public schools of North Carolina and to the state's university system as teacher, administrator and professor. Dr. Locklear is currently the director of teacher education and chair of the education department at the University of North Carolina at Pembroke. She is a member of the North Carolina Association of Educators, the Robeson County Partnership for Children, the American Association of University Women, the Council for Exceptional Children and is actively involved in the Robeson County elementary school that her two children attend. Dr. Locklear's term expires March 31, 2003.

Teacher of the Year Advisors



Kimberly Hughes
Teacher of the Year
1999-2000
Fox Elementary School
Wake County Schools

Term: June 1999 - June 2001



Rebecca Hoyle
Teacher of the Year
1998-1999
Jacksonville Commons
Elementary School
Onslow County Schools

Term: June 1998 - June 2000

Student Advisors



Walter Herring, III
Senior
James Kenan High School
Duplin County

Term: July 1999 - June 2000



Leslie Jimison
Junior
Page High School
Guilford County

Term: July 1999 - June 2001

The State Board of Education includes representatives appointed by the Governor from each district of North Carolina, as well as the State Treasurer and the Lieutenant Governor. Appointments are confirmed by the General Assembly, and members serve eight-year, staggered terms. The Board is a volunteer board, and its members represent a wide variety of backgrounds and perspectives. Members receive only per diem to defray their costs of travel and lodging for attendance at meetings. Advisors to the Board include the current and immediate past N.C. Teacher of the Year and two students.

BASED ON MY VISITS
TO SCHOOLS ACROSS
THE STATE AND THE
STATISTICS IN THIS REPORT,
OUR PUBLIC SCHOOLS
CONTINUE TO BE THE
SAFEST PLACES FOR OUR
CHILDREN AND TEACHERS.
HOWEVER, AS LONG AS
THERE IS ANY VIOLENCE
IN OUR SCHOOLS,
IT IS TOO MUCH.

Phillip J. Kirk Jr., State Board of Education Chairman



REACHING FOR THE GOAL

PRIORITY 2: SAFE, ORDERLY AND CARING SCHOOLS

Twenty-four percent of respondents to the 1999 Phi Delta Kappa poll said that they feel the schools in their community are “very safe and orderly.”

Sixty-two percent believe that they are “somewhat safe and orderly.”

— 1999 Phi Delta Kappa Poll

Few news stories garnered more attention than the shootings at Columbine High School, Colorado, in the spring of 1999. The scope and nature of that tragedy were significant, and the copycat vandalism and threats, which some schools experienced in the aftermath, were so frightening that school and youth violence continue to be hot topics in nearly every community.

North Carolina public schools, however, are very safe places for children and their families. The sixth Annual Statewide Report on School Violence showed that school violence figures remained steady between 1997-98 and 1998-99. While the number of all reported acts rose by a statistically insignificant four cases, the total occurrences of all acts per 1,000 students decreased slightly from 6.343 to 6.243.

As in every previous reporting year, three acts made up the majority of all acts reported. Possession of weapons (not firearms), possession of a controlled substance and assault on school personnel account for 86 percent of all reported misbehaviors. In addition, 77 percent of the schools continue to report five or fewer incidents each year.

Incidents reported each year are specifically defined and include obvious violent acts, such as assault, but also other acts that may not be violent but are considered to be negative influences on schools climate, such as possession of a controlled substance. There are 14 categories of incidents.

STATISTICALLY SIGNIFICANT DECREASES WERE SEEN IN SEVERAL CATEGORIES IN 1998-99.

- Possession of a controlled substance is down 9 percent, from 2,620 in 1997-98 to 2,389 in 1998-99.

- Possession of a firearm is down 10 percent, from 160 in 1997-98 to 144 in 1998-99.
- Robbery without a dangerous weapon declined 29 percent, from 143 to 102.
- Sexual offenses are down 7 percent from 92 incidents to 86.

THERE ALSO WERE REPORTED INCREASES IN SOME CATEGORIES.

- Possession of a weapon (not a firearm) increased by 7.3 percent, from 2,723 to 2,923.
- Assault on school personnel is up by 2 percent in 1998-99 when 1,181 cases were reported.
- Assault resulting in serious injury increased by 13 percent from 288 cases to 325.
- Sexual assault reports were up by 16 percent, with 233 cases reported in 1998-99.
- Assault with a weapon increased by 16 percent, totaling 146 cases in 1997-98 versus 126.

ONLY 7,781 OUT OF THE 1,237,608 MILLION STUDENTS ATTENDING PUBLIC SCHOOLS IN NORTH CAROLINA WERE INVOLVED IN ANY REPORTED INCIDENT. That is significantly less than 1 percent. North Carolina schools have had decreases in school

violence for many reasons, but many attribute this to the implementation of Safe Schools Plans, strong leadership, firm enforcement of the rules, and character education. The continued use of Safe Schools assistance teams and increased parental support for tough, but fair, rules are expected to result in continued improvement in conditions for learning in our public schools. North Carolina is one of the few states with several years worth of data of school violence. The Annual Report on School Violence has been issued since the Safe Schools Act was passed by the General Assembly in 1993.

continued next page



SAFE, ORDERLY & CARING SCHOOLS, continued

Although it reports only the most serious types of disruption, crime, and violence, this report gives an accurate look at how widespread these incidents are in the schools.

Even with North Carolina's very positive statistics in this area, the state continues to use all strategies possible to aggressively prevent violent and disruptive acts at school. During the 1999 legislative session, lawmakers approved House Bill 517, Stop Threats/Acts of School Violence. This law makes it a serious felony, Class H, for people who make school-related bomb threats or hoaxes. It also requires an automatic suspension of 365 days for any student who makes a false report or perpetrates a hoax. Parents or legal guardians will be held liable for costs resulting from the disruption or dismissal of school or school activities. The law also requires the Division of Motor Vehicles to revoke the permit or license of a person convicted of making a false threat. Detailed information, including ideas for spreading the word about this important legal change, was provided to every school district at the start of the 1999-00 school year.

At a more comprehensive level, local schools and school districts are taking action before violence strikes. Since the start of the 1998 school year, nearly half of the state's 117 school districts and more than 100 schools have invited the Department of Public Instruction's Safe Schools Teams to lead them in making their campuses safer. One of the most significant accomplishments of the teams is helping educators overcome apprehension about setting safety goals. The result is safe schools plans that are written with measurable goals that can be evaluated.



Following are some examples of the changes the schools made to improve their Safe Schools Plans:

- School-wide discipline policies were studied and revised
- School traffic was re-routed with school parking lots fenced
- Teacher assistants were trained in classroom management
- Assistant principals' job assignments were revised to allow for more efficient monitoring of students
- School Resource Officers received training to work more effectively with students and staff
- Crisis management training was provided for school systems
- Conflict management programs were initiated in many schools
- Safe Schools and Crisis Plans were reviewed and improved

State Board of Education Accomplishments August 1998 - August 1999

- Approved amendments to the Annual Report on School Violence
- Approved and transmitted a report to the General Assembly on Alternative Education Programs for Suspended and Expelled Students
- Approved the use of At-Risk Funds for School Assistance Team Members
- Approved amendments to the SBE/APA Policy Related to Interscholastic Athletics
- Approved the 1997-98 NC Annual Report on School Violence
- Approved 1997-98 Safe Schools Bonuses



REACHING FOR THE GOAL

PRIORITY 3: QUALITY TEACHERS, ADMINISTRATORS & STAFF

Alone we can do so little; together we can do so much.

— Helen Keller, Author & Lecturer

In a recent study, teacher qualifications ranked second only to school safety as an important element that parents want reported on school-level report cards, according to *The School Administrator* magazine. Parents care about who is teaching their children, how well prepared they are for the task and how well they carry out that task every day.



Who schools hire, how these people were prepared for their jobs, what kinds of support they receive once hired, and how employees are evaluated and rewarded are now hot topics. People in North Carolina want to know that their children and their community's future citizens are being taught by well-prepared, professional teachers and that their schools are

being led by administrators who have students' best academic interests at heart.

In North Carolina, teachers, principals and other educators are paid mostly through state funds, but hiring, evaluation and other human resource issues are handled by local school districts. The State Board of Education sets policies and guides initiatives to improve the quality of personnel in public schools. Not only does the Board approve college and university teacher preparation programs, it also sets standards for licensing educators, designs programs to recruit and support new teachers and recommends ways to improve the structure of staff pay, benefits and professional development.

EXCELLENT SCHOOLS ACT HELPS ATTRACT HIGH QUALITY TEACHERS

We've all heard the old adage: you get what you pay for. For example, if you want an exceptional dining experience, you go to a four-star restaurant. If you want to see the ballgame up close and personal, you buy front-row seats. If you want strong student achievement, you employ quality teachers in the classroom.

Attracting and retaining not only the state's, but the nation's, brightest teachers is what the Excellent Schools Act (ESA) is all about. This two-year-old legislation has moved North Carolina public school salaries and requirements to new levels.

As a result of the ESA, North Carolina has increased teacher salaries more than any other state - jumping nearly 16 percent since 1996-97 and in the process boosting the state's national average teacher salary ranking from 43rd to 29th. In 1998-99, North Carolina's annual average teacher salary was \$36,141, up from \$31,286 two years ago. The national average teacher salary was \$40,462.

Lara Hall, a physical science and earth science teacher at Northwood High School in Chatham County, has looked

outside the state for better paying teacher jobs. "I've considered more lucrative careers but prefer to stay in the teaching profession because I love students," Hall said. "Having a salary that's in-line with the national average is an important goal for the state if it is to stay competitive in attracting and retaining teachers."

It's a goal that has gotten closer thanks to the N.C. General Assembly's recent funding approval of the ESA which resulted in an average 7.5 percent teacher pay increase. The message to teachers is loud and clear: you are important to our children's future.

The importance of quality teachers in the classroom has taken on even more significance with recent passage of the new statewide Student Accountability Standards. The accountability bar that was raised with the implementation of the ABCs of Public Education in 1996-97, just got a little higher, and with it, the pressure to produce.

Audrey Galloway, a ninth grade English teacher at Wake Forest-Rolesville High School in Wake County, supports the

continued next page

REACHING FOR THE GOAL

PRIORITY 3: QUALITY TEACHERS, ADMINISTRATORS & STAFF

EXCELLENT SCHOOLS ACT, continued

higher standards and the compensation that goes with it. "It is extremely important that educators be prepared and held accountable for what they do in the classroom. But it's equally important that we be compensated for the professional job that we do."

The ESA provides additional opportunities for teachers to increase their paychecks' bottom line, such as the one that comes with earning a continuing license and tenure. National Board Certification also can increase a teacher's base pay by 12 percent. For the 1997-98 school year, National Board Certification meant an average increase of \$4,175 in teacher paychecks. Our state leads the nation in the number of teachers attaining National Board Certification with 538.

The Excellent Schools Act is not only helping us keep good teachers through competitive wages, it also is raising teacher standards by increasing accountability, providing two years of

paid mentoring for new teachers, strengthening evaluations, and streamlining the process to terminate poor teachers.

Teachers are now required to teach for three years - as opposed to two - and undergo rigorous performance-based evaluations before obtaining a continuing license. To be eligible for tenure, beginning teachers must now be employed for four years. During this time, they are observed four times a year and at least annually by a school administrator.

Expecting more from teachers, and rewarding them both monetarily and professionally for meeting those expectations, may be one of the main reasons North Carolina's public school students are making significant academic gains in the classroom. With the ESA, we can make sure teachers are prepared to teach, are supported in the classroom, and are rewarded for their accomplishments.

WHO WORKS IN NC PUBLIC SCHOOLS?

Many people have heard that North Carolina public schools are "top-heavy," with too many non-teaching personnel. Some say that there is a 1:1 ratio of teachers to administrators. Who actually works in our schools? Here are the facts.

School-based instruction - 72 percent:

- In 1998-99, a total of 78,627 teachers were employed in public schools grades K-12 to teach youngsters. Classroom teachers make up nearly 52 percent of all public school employees.
- There are 25,638 teacher assistants providing direct instructional help to classroom teachers and students. They comprise almost 17 percent of the workforce.
- Principals and assistant principals are the instructional leaders of schools. Together, these 4,279 people total nearly 3 percent of public school employees.
- Teachers, principals and teacher assistants make up almost 72 percent of all public school employees.

Non-teaching - 28 percent:

Someone has to keep buses running, buildings maintained, business records kept and lunches served. It takes 31,503 technicians, secretaries and clerical staff, service workers, skilled crafts workers and unskilled laborers to provide this

type of support service for schools. This group makes up nearly 21 percent of public school employees.

Guidance counselors, school psychologists, psychiatrists, librarians and instructional supervisors, as well as other professional staff such as speech therapists, attorneys, architects, engineers, registered nurses and other professionals provide important services to students and to schools. There are 9,733 of these professionals, 6 percent of public school employees.

A total of 1,451 officials, administrators and managers set policies and direct operations at the school district level under the direction of local school boards. These professionals include the local superintendents, associate superintendents, school business officials and directors of district-wide programs. They make up nearly 1 percent of public school employees.

National Trends:

According to the Education Research Service, the number of administrators in public schools compares favorably to the number of managers in business. Generally, education leaders supervise more staff, 1 to 13.5, than in other businesses or industries identified by the U.S. Bureau of Labor Statistics. For example, in hospitals, the ratio of supervisors to employees is 1:12.6. In manufacturing, the ratio is 1:6.2.



State Board of Education Accomplishments

August 1998 - August 1999

- Changed the name of the Challenge Scholarship Program to the Prezell R. Robinson Challenge Scholarship Program, in honor of the former Board member
- Approved the recommendations regarding non-teaching work experience
- Approved job class specifications for speech-language pathologists
- Approved Initial Licensure Plans for charter schools
- Approved a policy regarding renewal credit for unemployed teachers with expired licenses
- Approved revisions to the National Teachers Exam requirement for instructional technology specialists
- Designated local school districts as geographic areas of teacher shortages
- Approved a plan to review/revise PRAXIS testing requirements
- Approved the plan for remediation of teachers found to be lacking in competence in their areas of certification
- Approved waivers to current Praxis testing requirements
- Approved revisions to Board/APA policies regarding:
 - licensure renewal
 - licensure endorsement
 - temporary permits
 - suspension of licensure
 - licensure revocation
 - criminal history checks
 - credit for licensure
 - teacher education program approval
 - SBE program approval review standards
 - consortium-based programs
 - Prospective Teacher Scholarship Loans
 - expired licenses
 - the General Knowledge Test for licensed staff
- Adopted cut-off scores for new PRAXIS exams
- Deleted the statutory reference to the Professional Practices Board
- Established the Superintendents Professional Ethics Board
- Approved Revisions to the Teacher Education Program Approval Standards to facilitate lateral entry programs
- Approved State Evaluation Committee institution of higher education program approval recommendations
- Approved the alternative entry licensing process
- Approved the pre-service teacher technology licensing process
- Approved the issuance of provisional certification for assistant principals and improved working conditions for beginning teachers as directed by the General Assembly
- Approved guidelines for the evaluation of superintendents
- Received the Teacher/Administrator Supply and Demand Studies and the Teacher Turnover Studies and transmitted the reports to the General Assembly
- Approved the 1998 Principal Salary Study
- Transmitted recommendations of the Allied Health Professions Salary Study to the General Assembly
- Approved revisions to the Initial Licensure Program
- Approved report on the Status of Certification Requirements for Teachers at Residential Schools
- Considered and approved recommendations for licensure revocations and re-instatements
- Approved guidelines and competencies for teacher education programs for elementary education

WHATEVER IS WORTH
DOING AT ALL IS
WORTH DOING WELL.

Phillip Stanhope,
18th Century British Statesman & Writer



REACHING FOR THE GOAL

PRIORITY 4: EFFICIENT & EFFECTIVE OPERATIONS

Operating public schools is a big business in North Carolina, with expenses for day-to-day operation and for capital outlay totaling more than \$7.5 billion annually. In any endeavor, it pays to be as efficient and effective as possible. When it involves billions of dollars, it pays even more.

The strategic priority of the State Board of Education, Effective and Efficient Operations, is designed to ensure that the state's school system - from the State Board to local boards to each individual school - is operated as smoothly as possible with minimal waste. Financial services, school transportation, child nutrition, textbook services, plant operation, school planning and school insurance are all services provided to local school districts under the leadership of the State Board of Education. While none of these activities occurs in the classroom, they are necessary to set the stage for teaching and learning to occur.

Financial services make up the backbone of the operations that enable the state's public schools to operate and be successful. In North Carolina 78.6 percent of the day-to-day operating funds for public schools comes from the state or federal government, with the state providing the lion's share. More than \$5 billion in state and federal funds are disseminated each year through the Department of Public Instruction, in compliance with federal law, state law and State Board of Education allotment policies. Special grants to serve specific groups of students or special needs also are provided.

In other areas of school operation, the State Board of Education strives for similar efficiency and for effective use of auxiliary programs to reach the educational goals of the state.

In 1996, North Carolina voters approved a \$1.8 billion state bond referendum for local school construction for new schools, additions and renovations to address the state's growth and aging school facilities. The State Board and the Department of Public Instruction's School Planning section, in conjunction with the School Business Division and the State Treasurer's Office, have scheduled the rapid processing of school construction payment requests. School Planning has reviewed plans for bond construction projects totaling over

\$1.6 billion and approved bond payments on those projects for close to \$1 billion. The Department of Public Instruction's School Planning and Plant Operations sections work with local school districts on developing durable school construction and insuring ways to maintain and operate these facilities efficiently. The Plant Operations section is receipts supported by the 88 school districts that subscribe to its services.

The School Planning section develops and maintains the State Board of Education's North Carolina Public Schools Facilities Guidelines that describe the safe and efficient instructional spaces that are necessary to support current instructional programs. One special project in the facilities area is an on-line School Facilities Clearinghouse that allows local school planners and others to see some of the premier school buildings from around the state (www.dpi.state.nc.us or www.schoolclearinghouse.org).



North Carolina's school transportation system has been funded since the early 1990s according to a formula that rewards efficiency in transportation operations. Currently, the school transportation section of the Department of Public Instruction is involved in a study to find ways to improve the transportation of children

with special needs. Another project this year - one of four funded by the National Highway Traffic Safety Administration - focuses on reducing incidents of motorists passing stopped school buses.

Child nutrition programs provide nutritious school lunches and breakfasts to more than 742,000 children in North Carolina and help to advance the state's educational goals. Research shows that children who are well fed are healthier, more cooperative and more prepared for learning each day. North Carolina's school nutrition programs are operated locally under direction and guidance of the state and federal governments. More than 95 percent of the state's public schools offer both lunch and breakfast to students each day. North Carolina's child nutrition program is considered one of the best in the nation for reaching both low-income and other students.

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EFFICIENT AND EFFECTIVE OPERATIONS, continued

The State Textbook Warehouse operation has been studied as an area of state services that may benefit from electronic commerce. The Textbook Automation Project currently underway will automate warehouse management and textbook distribution to local school districts. Districts will be able to generate textbook orders and check on the status of orders online. The result will be timely delivery of textbooks and instructional materials to support high student achievement.



State Board of Education Accomplishments August 1998 - August 1999

- Approved a variety of grants to local school districts for:
 - Homeless Children and Youth
 - Innovative Practices for Pre-School Programs for Children with Disabilities
 - School Improvement
 - School-Based Learn and Serve America Innovative Programs
 - Even Start Family Literacy Initiatives
 - Capacity Building and Improvement in Schools
 - Job Training Partnership Act
 - Mentor Training and Development
 - Literacy Challenge Programs
 - Safe and Drug-Free Schools
 - Migrant Education
 - Technology Literacy Challenge Programs
 - Comprehensive School Reform
 - Dwight D. Eisenhower Professional Development Opportunities
 - Field-based Teacher Employment Services
- Reallocated funds for Children with Disabilities
- Approved funding to support the Web Academy
- Approved a policy delineating the SBE Policy Making Process
- Approved policy guidelines for the NCSBE Education Foundation
- Approved the 1998-99 Salary Schedule for Public School Employees and Allotment Policies
- Approved the 1999-00 Salary Schedule for Public School Employees and Allotment Policies
- Exempted student transportation from local education agency purchasing flexibility
- Approved revisions to the SBE Rules of Procedures
- Approved changes in local education agency boundary lines
- Approved increases in substitute teacher pay
- Approved the funding formula for Limited English Proficient Students
- Approved changes in textbook mark-up reductions
- Approved the textbook adoption list for 1999
- Elected and installed SBE officers, board members and advisors
- Approved the 1999-2001 Biennial Budget Request
- Approved DPI leadership team staff recommendations
- Transferred SBE policies to the Internet



REACHING FOR THE GOAL

BEGINNING A NEW CENTURY

The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.

— Martin L. King Jr.

One hundred years ago, North Carolinians faced the start of the 20th century. Little did they know that the next 100 years would encompass two world wars, the full flowering of industrialization, the rise of the automobile and air travel, the institution of Social Security, the movement for civil rights, the rise of the information age and the beginning of the Internet. The 20th century also brought tremendous prosperity and dramatic improvements in health and longevity.

Today, we are poised at the start of another new century, and it is difficult to predict the scope of world events and economic trends that will shape our state in the next 100 years. One thing is certain: a well-educated citizenry will be better equipped to meet those challenges than a poorly educated one.

The State Board of Education is committed to doing whatever it can to ensure that all of North Carolina's children are well taught and well prepared to thrive in the new century. In practical terms, that means preparing young people with knowledge, but also with the skill to learn on their own. We must provide today's students with high expectations, supported by a variety of instructional approaches to help them reach expectations. We must continually evaluate where we are and chart a course to where we want to be. That is one reason the board added a new priority in December to the four strategic priorities already guiding us: Strong Family, Community, and Business Support. This priority will help us build the connections and community we need to have strong schools.

North Carolina's schools are the best that they have ever been, but not the best that they can be. There are many challenges to meet. Our overarching goal is to lead the nation in education by 2010.

We continue to seek ways to ensure that our schools are safe places for children. We must close the achievement gap between racial minority and majority students. To provide rigorous instruction for our students, we need the best teachers that we can recruit and keep. Next year, the new Student Accountability Standards will go into effect for fifth graders, with third and eighth and 12th grades to follow. Our very best students continue to need challenging instruction to close the gap between their performance and the performance of their peers nationally.

This report outlines some of the activity of the State Board of Education as it seeks to meet the challenges facing North Carolina public schools. Board members set policies and give direction to the state's public schools, but that activity, of course, does not happen in isolation. It requires the cooperation and partnership of each school district and school, of families throughout the state, of small- and large-business leaders. Public education is an endeavor that thrives on public participation and dialogue and a certain amount of creative tension. A renewable resource, it is still a resource that North Carolina must tend with care.





THE ABCS PLUS:

NORTH CAROLINA'S STRATEGIC PLAN FOR EXCELLENT SCHOOLS



STRATEGIC PRIORITY: High Student Performance	STRATEGIC PRIORITY: Safe, Orderly, and Caring Schools
STRATEGIC GOALS	STRATEGIC GOALS
<p>1.1 Every child ready for school:</p> <ul style="list-style-type: none">• Developmental criteria for the child ready for school• Assessment of readiness for school• Relevant criteria for schools ready for the child• Promotion of the criteria for early childhood and school readiness <p>1.2 Rigorous and relevant academic standards and assessment systems for every student</p> <p>1.3 Every student masters essential knowledge and skills</p> <p>1.4 Every student graduates from high school</p> <p>1.5 Every student a life long learner and ready for work</p>	<p>2.1 Learning environments inviting and supportive of high student performance</p> <p>2.2 Schools free of controlled and illegal substances and all harmful behavior</p> <p>2.3 Mutual respect of students, teachers, administrators, and parents</p> <p>2.4 Adequate, safe education facilities that support high student performance</p>

Note: Applications of technology and information management systems will be integral to strategies undertaken in support of the strategic goals.



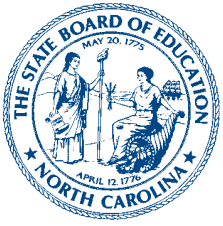
Mission: North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.

North Carolina State Board of Education, April 10, 1996

STRATEGIC PRIORITY: Quality Teachers, Administrators, and Staff	* STRATEGIC PRIORITY: Strong Family, Community, and Business Support	STRATEGIC PRIORITY: Effective and Efficient Operations
STRATEGIC GOALS	STRATEGIC GOALS	STRATEGIC GOALS
<p>3.1 Professional preparation aligned with state priorities</p> <p>3.2 A system to develop, train, and license a BK professional staff for public schools</p> <p>3.2 A system to recruit, retain, and compensate a diverse corps of quality teachers, administrators, and staff</p> <p>3.3 A system to ensure high performance of teachers, administrators, and staff</p> <p>3.4 A system of continuous learning and professional development to support high performance of all employees</p> <p>3.5 High ethical and professional standards for all employees</p>	<p>4.1 State education priorities responsive to the needs of the family, community, and business customers</p> <p>4.2 A comprehensive and aligned system of support for the academic success and general well-being of all children that promotes:</p> <ul style="list-style-type: none"> • Meaningful involvement in schools • Interagency collaboration for health, nutrition, and social services, and • State and local partnerships <p>4.3 A system to build the capacity of local districts to create, respond to, and sustain meaningful partnerships</p>	<p>5.1 Components of the education system aligned to achieve high performance</p> <p>5.2 Decision making authority and control at the most appropriate level closest to the classroom</p> <p>5.4 Information and accountability systems capable of reporting strategic and operational results</p> <p>5.5 A funding system that provides adequate and aligned financial and personnel resources to maximize educational achievement</p>

* New priority, adopted December 1999.

GOVERNING PUBLIC SCHOOLS:



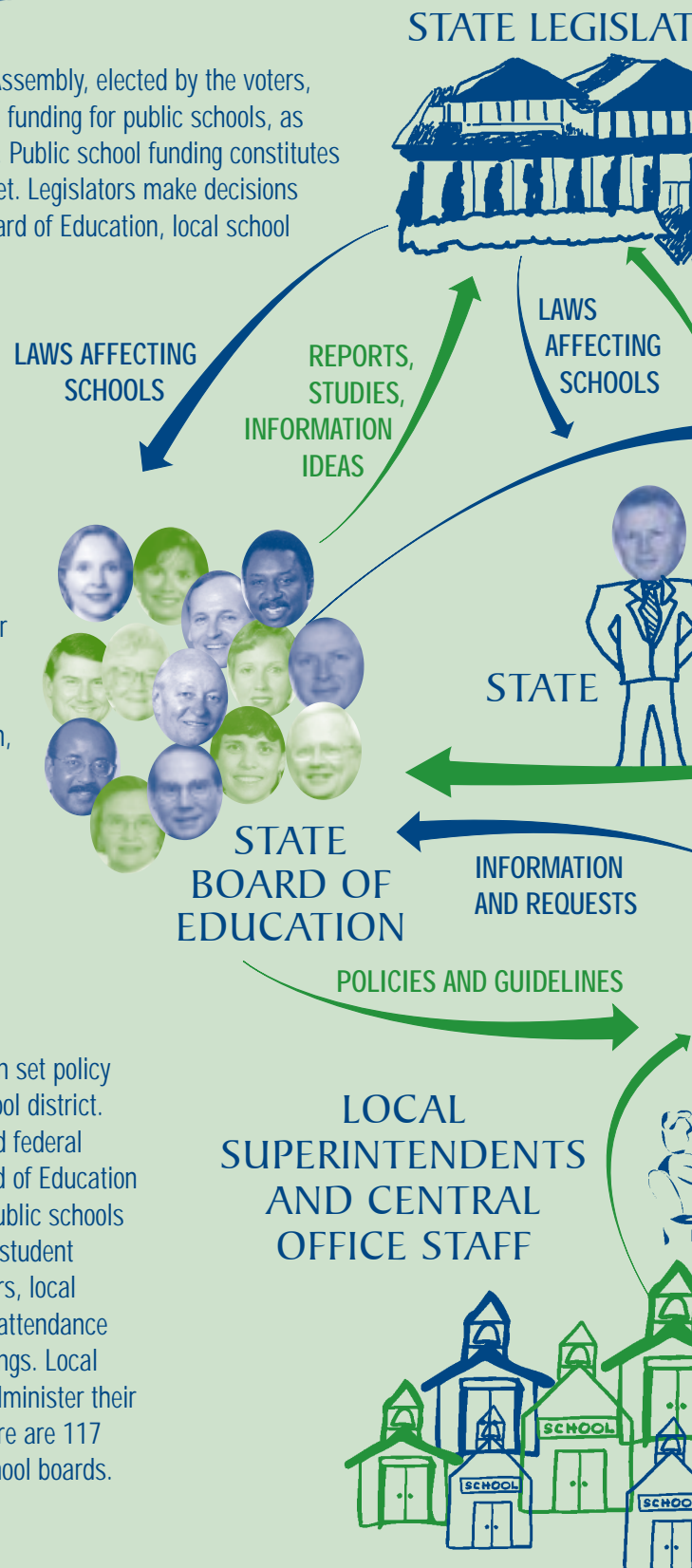
The State Board of Education shall supervise and administer the free public school system and the educational funds provided for its support.

Constitution of North Carolina (Article IX, Sec. 5)

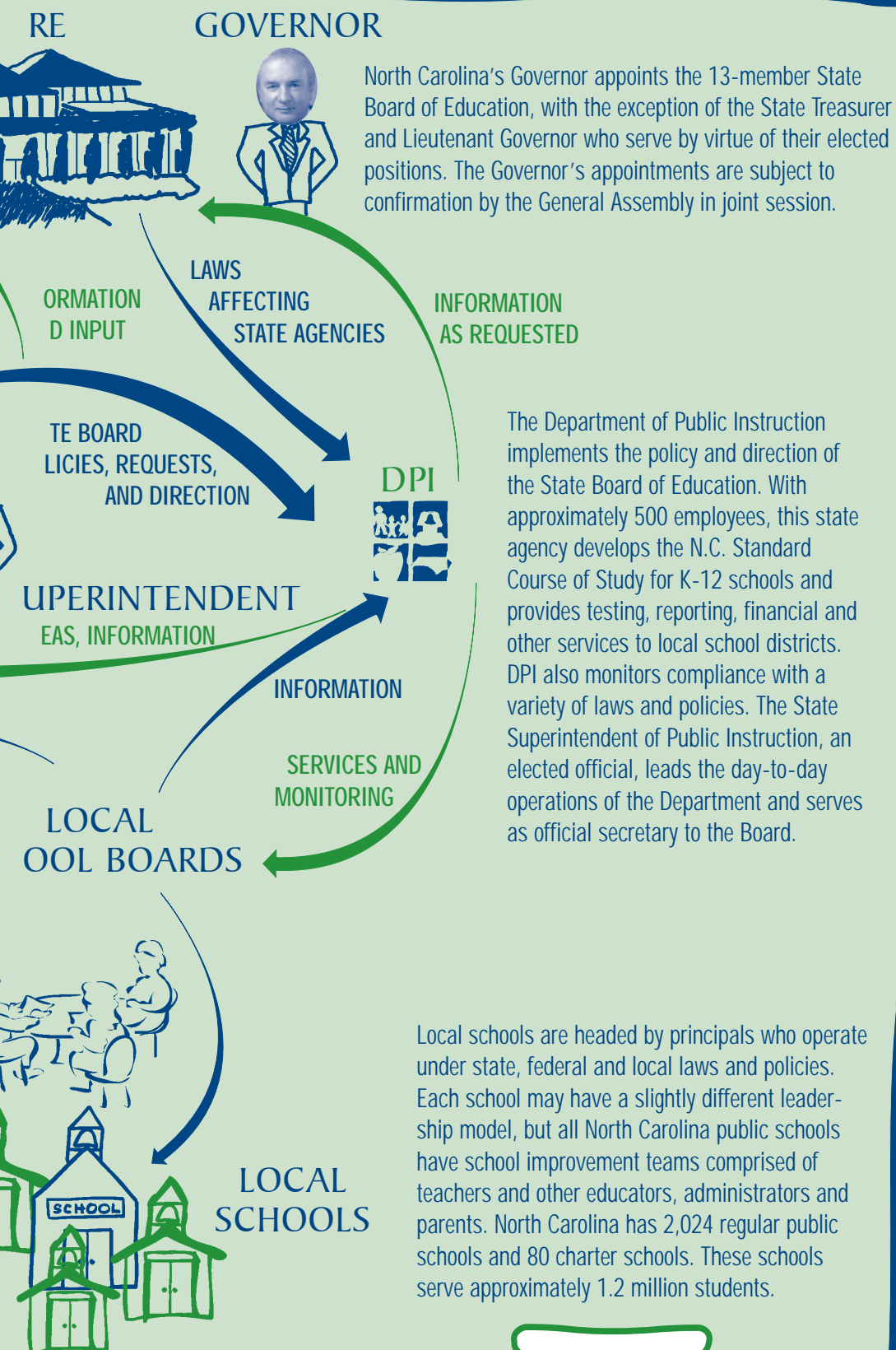
The North Carolina General Assembly, elected by the voters, passes laws and appropriate funding for public schools, as well as other state functions. Public school funding constitutes 36 percent of the state budget. Legislators make decisions with input from the State Board of Education, local school boards and citizens.

The State Board of Education is charged with supervising and administering the public schools, including charter schools, and the educational funds provided for their support. Its agendas are driven by many factors, including General Assembly and Congressional action, interests of Board members and constituents, and requests and needs of local public schools, educators, parents and students.

Locally elected boards of education set policy for and administer each local school district. While they operate under state and federal laws, as well as under State Board of Education policy, many decisions affecting public schools are local. Local school boards set student discipline policies, school calendars, local graduation requirements, student attendance patterns and provide school buildings. Local boards hire a superintendent to administer their schools and guide operations. There are 117 local school districts and local school boards.



AN OVERVIEW



Board meetings are usually held on the first Wednesday & Thursday of each month in the State Board Room, Education Building, 301 N. Wilmington St. These are open meetings, and the public is invited to attend.

2000 Meeting Dates

January 11-12, Pinehurst

February 2-3, Raleigh

March 1-2, Raleigh

April 5-6, Raleigh

May 3-4, Raleigh

May 31-June 1, Raleigh

July 12-13, Asheville

August 2-3, Raleigh

September 13-14,
Location to be announced

October 4-5, Raleigh

November 1-2, Raleigh

December 6-7, Raleigh

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